

6 month reporting date 05/23/03
 12 month reporting date 02/04/04
 Closed 2/17/04

Elkton School District Improvement/Progress Report Form

Principle: Principle 2 – Free Appropriate Public Education				
Present levels: In file reviews and through an interview with the elementary special education teacher, it was indicated that the student's IEP team has not determined services for Extended School Year (ESY). Decisions regarding ESY have been determined at a conference with only the parent and special education teacher present. Although the special education teacher was recently made aware of the proper procedure for ESY, time did not allow documentation to reflect the correction.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The student's IEP team will determine the need for ESY.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. The student's IEP document will reflect that appropriate procedures were followed when providing ESY services.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
What will the district do to improve? Extended school year services will be decided by the entire IEP team. When determining ESY, if the decision isn't made at the annual meeting, another meeting will be held with all IEP team members present to determine need. What data will be given to OSE to verify this objective? The district will submit to OSE the number of IEP meetings that were held during the course of the year and how often ESY was a result of the committees outcomes and ensure all components are a part of it.	Review in May, 2003 & yearly there after	Case Manager & Special Ed. Director	03/20/03 MET	
Please explain the data (6 month) In the past six months, three IEP meetings were held to determine if ESY services were necessary. All three meetings were held with full team attendance.				

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Principle: Principle 5 – Individualized Education Program				
Present levels: The monitoring team verified through file reviews that 4 of 10 students’ IEPs did not have general Junior High and high school education teachers in attendance at the meeting. In review of administrators at IEP meetings, the monitoring team could not validate that attendance was a systemic concern.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that general educators are in attends at student IEP meetings.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. All Junior high and high school student IEP meetings will have a general education teacher in attendance.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
What will the district do to improve? The secondary administer will review with general education teachers at a staff meeting their role in an IEP meeting and the important of them being present at the meetings. What data will be given to OSE to verify this objective? The meeting date and who was in attendance will be reported to OSE.	May 2003	Special Ed. Director	04/13/03 MET	8/21/03 MET
Please explain the data (6 month) A meeting was held on 04/13/03 with 26 out of 31 in attendance.				
Please explain the data (12 month) At a teacher inservice where all 31 teachers were present, the principal explained the roles and expectations of regular education teachers in the IEP process.				

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<p>What will the district do to improve? Teachers who monitor student's IEPs will document the invitations to general education teachers with the prior notice & IEP forms signed at the meeting. General education teachers will be in attendance at all IEP meetings.</p> <p>What data will be given to OSE to verify this objective? After each IEP meeting, the case manager will document team membership. This data will be sent to OSE.</p>	<p>Review in May, 2003 & yearly there after</p>	<p>Case Manager & Special Ed. Director</p>		<p>MET</p>
<p>Please explain the data (6 month) In the last 6 months, 8 meetings have been held with 100% attendance.</p>				
<p>Please explain the data (12 month) In the last six months, 7 meetings have been held with 100% attendance.</p>				

<p>Principle: Principle 5 – Individualized Education Program.</p>
<p>Present levels:</p> <p>The IEP team is required to address a course of study for students age fourteen and up. Student IEPs did not contain an individualized course of study plan for students. The course of study stated only the required courses. It was not being utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. Although transition assessments were conducted with appropriate students, the information was not reflected within the student IEPs present level of performance nor was the information reflected in the five transition planning areas.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Students will be provided with appropriate transition services that lead to his/her indicated transition outcomes.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>In the students IEP when appropriate the PLOP will reflect the student's current transition needs, also the transition page will reflect services/skills needed by the student, title of personnel/agency responsible, date initiated and date completed.</p>

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>What will the district do to improve? Case managers working with students with special need who are 14 or older, will meet with the transition specialist to review transition services.</p> <p>What data will be given to OSE to verify this objective? The date of this meeting and who was present will be presented to OSE.</p>	March 2003	Case Managers & Special Ed. Director	03/26/03; 06/9/03-06/13/03 MET	
<p>Please explain the data (6 month) The case manager met with the transition specialist on 03/26/03. She also attended the Transition Liaison Workshop on 06/09/03-06/13/03.</p>				
<p>What will the district do to improve? All students age 14 an older who have an IEP will have a complete course of study documented, which will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living.</p> <p>What data will be given to OSE to verify this objective? Special education director will spot check 2 IEPs from each transition case manager and will submit a statement to OSE reporting the findings.</p>	Review in May, 2003 & yearly there after	Case Managers & Special Ed. Director		MET
<p>Please explain the data (6 month) In the past six months, two files were spot checked. All components were there for desired outcomes.</p>				
<p>Please explain the data (12 month) In the past six months, five files were spot checked and all components were there for desired outcomes.</p>				
<p>What will the district do to improve? Case managers will link transition assessments into the present levels of performance and in the five planning areas to ensure student's needs are being met. An IEP from each transition case manager will be sent to the transition specialist for review & feedback to ensure all areas are being addressed.</p> <p>What data will be given to OSE to verify this objective? Special education director will spot check 2 IEPs from each transition case manager and will submit a statement to OSE reporting the findings.</p>	May 2003 & yearly there after	Case Managers & Special Ed. Director		MET

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Please explain the data (6 month)

In the past 6 months, two files were spot checked. All components were there for desired outcomes.

Please explain the data (12 month)

In the past six months, five files were spot checked, and all components were there for desired outcomes.